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ABSTRACT

An Oklahoma State Legislature directive formed a committee to study University of Oklahoma (OU) and Oklahoma State University (OSU) services and programs and make recommendations for enhancement. The role of Oklahoma's two comprehensive research universities in the future of the state was the Committee's overriding consideration. Much discussion focused on leadership, differentiation and cooperation between OU/OSU, and differentiation from other tiers. In its work the Committee reviewed materials and convened three times to discuss issues and to reach consensus on several public policy issues. The Committee recommended that with regard to mission, doctoral programs be limited to OU and OSU; that duplication in programs be eliminated; that the two systems take the lead in technological uses for instructional delivery; and that governance of teaching hospitals and osteopathic education be changed. With regard to admissions standards the Committee's key recommendation is that OU and OSU take a strong lead in setting standards of excellence and high expectations for entering students. Finally, with regard to outreach centers the Committee advised that no additional higher education centers be established. Appended are the consensus statements, a set of meeting records, lists of Committee members and study guides, and the statute establishing and charging the Committee. (JB)

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OU/OSU Study
SB 1009

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OU/OSU Study Committee
SB 1009

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PREFACE

Senate Bill No. 1009 of the 1992 Oklahoma Legislature called for the formation of a committee to study University of Oklahoma and Oklahoma State University services and programs and make recommendations for enhancement. The committee is to make its recommendations to the Oklahoma State Regents for Higher Education and to report them to the Governor, Speaker of the House, and President Pro Temlpore of the Senate.

The OU/OSU study effort came at an opportune time. Public support of higher education has been evidenced in the recent passage of State Questions 649 and 650; yet the proportion of the state budget going to higher education has declined from 18.55 percent in FY 80 to 15.73 percent in FY 93. The funding situation for higher education is expected to worsen in the coming years with the commitment to House Bill 1017, failure of State Question 647, the threatened 10 percent E&G Budget reduction, possible loss of one-time funds for higher education, and continued concerns about the possibility of a revenue shortfall. The anti-tax sentiments expressed in State Question No. 640 likewise impact the environment in which higher education operates.

Governing boards and administrations for both institutions are addressing some common problems largely related to funding, quality, and scope of operation. The State Regents are in the midst of other studies and activities relating to OU/OSU such as (1) the governance study which is planned for February 5 final action and forwarding to the Governor and Legislature, (2) implementation of Academic Planning/Resource Allocation (APRA) which is working in concert with institutional prioritization activities, (3) the review of mission which commenced in 1990 and is still under way, (4) standards strengthening with the phase-in of stronger admission requirements completed fall 1992 for the comprehensive

universities and with consideration of stronger high school preparation for college on the agenda, (5) the remedial education report released in November 1992, and (6) the teacher education study also released in November 1992. The OU/OSU study brings these systemwide issues and concerns to an integrated focus as they relate to the state's two comprehensive universities.

Given the breadth of the SB 1009 charge to the committee, the scope of the study was fairly large and all-encompassing. To provide a reasonable focus for the committee's task, the issues were largely divided into four areas: (1) Mission, (2) Standards, (3) Programs, and (4) Research. Data were provided for the committee's general consideration and understanding but were not the focus of the deliberations. The overriding consideration in the committee's discussions were the future of Oklahoma and the role of the two comprehensive research universities. Discussions of the future of OU and OSU in terms of mission, standards, programs, and research/services focused on:

- LEADERSHIP ROLE. Strengthening OU and OSU, enhancing their leadership role for the state and for the state's higher education system, and positioning OU and OSU to serve as a model for strong undergraduate programs.

- DIFFERENTIATION AND COOPERATION BETWEEN OU/OSU. Examining and strengthening interrelationships between OU and OSU -- moving away from competitive, conflicting, and duplicative assignments and toward building a critical mass reflective of complementary and differentiated strengths and establishing centers and consortia of excellence.

- DIFFERENTIATION FROM OTHER TIERS. Identifying ways to more clearly distinguish OU and OSU's role from other types of Oklahoma higher education institutions, including whether the comprehensive universities should relinquish certain assignments and/or take on others on a larger more exclusive scale.

THE COMMITTEE. The State Regents formed a committee of 20 individuals (membership list appended). By law, the presidents of OU and OSU served on the committee. State Regents also appointed faculty and students from each institution along with a number of Oklahoma citizens. State Regents' Chairman Donald B. Halverstadt served

on the committee and appointed State Regent Glenn Cox to chair the OU/OSU Study Committee and to guide its work. Staff assistance was provided by State Regents' staff.

THE PROCESS. The OU/OSU Study Committee reviewed materials relating to the above-mentioned four areas. The committee convened three times to discuss issues and to reach a consensus on a number of public policy issues. A copy of the consensus statements is provided in the report, and a set of meeting records is appended.

RECOMMENDATIONS IN BRIEF. While the consensus statements reflect the full tenor and scope of the committee's recommendations, the following excerpts speak directly to specific issues raised by the legislature in Senate Bill 1009.

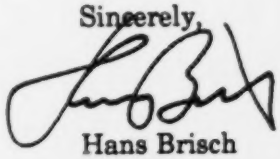
- **MISSION**. The committee essentially urges that doctoral programs offered by state institutions in Oklahoma be limited only to OU and OSU. Given available resources or the lack thereof, the committee urges that programs and research effort be prioritized at and between the two research universities. Unnecessarily duplicated programs and unproductive programs should be scrapped. The two universities should take the state's lead in use of technology in instructional delivery supported by statewide policies moving toward a more global perspective compatible with the new technology. Related to mission and changes necessary to improve quality and sharpen focus, the committee made recommendations that (1) called for the teaching hospitals to be removed from DHS operations and moved to governance more academic in nature and (2) called for a study to explore the feasibility of moving osteopathic education responsibility from the A&M to OU board governance.
- **ADMISSION STANDARDS**. SB 1009 asked the committee to review admission standards in the context of HB 1017 intentions that "every student at every high school in this state shall have the opportunity to acquire all the competencies to

matriculate at a comprehensive graduate institution" without enrolling in remedial courses. The committee responded by noting that OU and OSU should take a strong lead in setting standards of excellence and expectations for entering students. Students coming from Oklahoma high schools should be better prepared, particularly in the areas of math and science and even foreign languages. Higher education can assist by requiring greater curricular preparation for students entering all state colleges and universities, specifically by increasing the existing 11-unit core curriculum to 15-16 units. The committee also expressed strong sentiments that performance requirements be increased for entry into OU and OSU moving from the top one-third to the top one-fourth as the possible entry benchmark.

- **OUTREACH--CENTERS**. Generally speaking, the committee voiced strong feelings that no additional higher education centers should be established. Where there is an established need for a center, higher education programs and services should be provided only if (1) there is clearly stated local commitment to fund and provide the facility and infrastructure and (2) the programs and services can be provided via telecommunications in a manner that will not diminish the already inadequate funding for existing higher education services. Contracts and agreements in this regard should clearly reflect a permanent local commitment and the intention of the state <u>not</u> to assume future funding responsibility.

On behalf of the Oklahoma State Regents for Higher Education and the OU/OSU Study Committee, this report and recommendations are respectfully submitted to the Governor and the 1993 Oklahoma Legislature.

Sincerely,



Hans Brisch
Chancellor

OU/OSU STUDY COMMITTEE

CONSENSUS STATEMENT

Standards

The Study Committee believes that OU and OSU should take a strong lead in setting standards of excellence. Specifically:

- A strengthened high school core curriculum requirement should be required of students entering any institution in the State System. Increasing the current 11-unit core curriculum requirement to 15-16 units would result in significant improvement in student preparation and success in college. There was a strong feeling that mathematics preparation must be enhanced, and there was support for inclusion of foreign language in the strengthened requirements.

- Performance requirements should be strengthened for students entering OU and OSU. There was support for moving from the top one-third to the top one-fourth as the benchmark for entry into the comprehensive universities. State Regents were encouraged to give maximum flexibility to both universities in administering State Regents' admission standards so that students would be selected for entry who would be able to succeed in the university setting.

- Admission standards for both OU and OSU should be higher than for other types of institutions; but because of their dissimilar missions (i.e., land grant mission for OSU), standards for the two should not necessarily be identical. It was observed that the state benefits by such a differentiation, and that OU and OSU should be encouraged to come up with their different plans for State Regents' approval.

- The comprehensive universities should not expend funds and efforts in offering remedial education. State funds should not be budgeted by the State Regents for this purpose at OU and OSU. While there would always be the need for some remedial education, alternate solutions should be found, such as the OU/OCCC arrangement whereby a two-year college delivers remedial services on the comprehensive university campus.

12-1-92

OU/OSU STUDY COMMITTEE

CONSENSUS STATEMENT

Mission

The Study Committee believes that:

- The research effort should be enlarged, emphasized, and better funded at OU and OSU and that research responsibility should reside primarily at the two comprehensive universities. In addition, existing research dollars should be used more effectively in a framework of greater collaboration and improved focus.

- Quality cannot be overemphasized when it comes to doctoral programs which compete nationally; and the way to develop centers of excellence is by focusing and building on the strengths of OU and OSU. Focus and prioritization of efforts and resources on top programs is important both inter-and intra- university; generally speaking, unnecessarily duplicated programs and unproductive programs should be scrapped.

- The teaching hospitals should be removed from DHS operations and moved to governance more academic in nature.

- A study should be undertaken to explore the feasibility of moving osteopathic education from the A&M Board governance to the OU Board governance. such a move, many felt, could potentially strengthen the identity and integrity of osteopathic education and the alliance would strengthen medical education generally. There was some support expressed for the notion of eventually consolidating responsibility for all medical-related education (pharmacy, etc.) governance.

- Efforts of the State Regents and institutions should be supported in making decisions on program priorities and elimination of programs.

- Doctoral programs should be limited only to OU and OSU.

- While technology should be used as broadly as possible in the delivery of higher education courses and programs, OU and OSU should take the leading the delivery. State higher education officials should be strongly urged to move form provincial ways of thinking toward a more global perspective compatible with the new technology.

12-15-92

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OU/OSU STUDY COMMITTEE

CONSENSUS STATEMENT

Programs

The Study Committee takes the following positions:

- STATEWIDE STRATEGY FOR EXCELLENCE. A strategy for offering higher education programs should be conceptualized that would foster enhanced excellence in higher education and in a state with 3.2 million people and limited resources. While OU and OSU are the largest program offerors, the strategy should encompass all institutions in a statewide perspective.

- OVERSIGHT ENTITY. While many steps are being taken by OU and OSU to find appropriate nonduplicative program market niches and while the State Regents and institutions are working together in a process called Academic Planning/Resource Allocation (APRA) to bring better focus to program offerings, a group should be established to monitor and provide oversight of the use of state resources for expensive graduate programs offered by OU and OSU.

- PROGRAM REVIEW. Doctoral program duplication should be examined first, and examinations should be done on the basis of some rational criteria. The long-term rationalization should be for "one university system" that does not offer unnecessary duplicate courses and programs at two campuses.

- JOINT FACULTIES/DEGREES. The idea of joint faculties and joint degrees for OU and OSU should be viewed as a priority. Faculty incentives, technological investment, and a university commitment and infrastructure conducive to constancy of interaction and communication are essential. Joint research efforts would likely pave the way for the joint offerings.

- GENERALIZATION VS. SPECIALIZATION. Recognizing that the comprehensive universities have recently strengthened their general education requirements and that the issue of generalization versus specialization is an ongoing debate in higher education, the committee urged vigilance in monitoring and setting degree program requirements to ensure that college graduates are prepared for the competitive work arena and the increasingly complex demands of citizenship. The issue is not the importance of generalization or specialization but the appropriate balance between the two.

- BETTER HIGH SCHOOL PREPARATION. It is critical for individuals to obtain a strong academic preparation in high school. Students required to take 15-16 core curriculum units instead of the current 11 units will be better prepared for the rigors of college and life.

- CENTERS. Generally speaking, no additional higher education centers should be established. Where there is an established need for a center, higher education programs and services should be provided only if (1) there is clearly stated local commitment to fund and provide the facility and infrastructure and (2) the programs and services can be provided via telecommunications in a manner that will not diminish the already inadequate funding for existing higher education services. Contracts and agreements in this regard should clearly reflect a permanent local commitment and the intention of the state <u>not</u> to assume future funding responsibility.

12-29-92

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APPENDIX A

An Act

ENROLLED SENATE
BILL NO. 1009

BY: SHEDRICK of the SENATE

and

THOMPSON and PILGRIM of the HOUSE

AN ACT RELATING TO SCHOOLS; REQUIRING THE STATE AUDITOR AND INSPECTOR TO PERFORM CERTAIN AUDIT ON THE OKLAHOMA STUDENT LOAN AUTHORITY; REQUIRING FILING AUDIT REPORT WITH CERTAIN ENTITIES; PROVIDING FOR COSTS TO BE BORNE BY THE AUTHORITY; REQUIRING THE AUTHORITY TO SUBMIT ANNUAL BUDGET TO CERTAIN ENTITIES; STATING LEGISLATIVE INTENT THAT A CERTAIN STUDY BE CONDUCTED; PROVIDING FOR APPOINTMENT OF COMMITTEE MEMBERS AND A CHAIRPERSON; PROVIDING FOR STAFF ASSISTANCE; SPECIFYING THE PURPOSE OF THE STUDY; REQUIRING RECOMMENDATIONS; PROVIDING FOR CODIFICATION; PROVIDING AN EFFECTIVE DATE; AND DECLARING AN EMERGENCY.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 695.20 of Title 70, unless there is created a duplication in numbering, reads as follows:

The State Auditor and Inspector shall perform a special audit on the Oklahoma Student Loan Authority during the fiscal year beginning July 1, 1992, and at least once each five (5) years thereafter. The State Auditor and Inspector shall have the power to take custody of any records necessary to the performance of the audit but shall minimize actual physical removal of or denial of access to such records. At the conclusion of the audit, the State Auditor and Inspector shall meet with the chief executive officer and the audit committee of the board of trustees of the Authority to review the audit report to be issued. The report, when issued, shall include any responses to the audit which the chief executive officer or the audit committee wishes to have included. The State Auditor and Inspector shall file the report with the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the chairs of the Education Committees of the Senate and the House of Representatives, and the Oklahoma State Regents for Higher Education. The costs of the audit shall be borne by the Authority.

SECTION 2. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 695.21 of Title 70, unless there is created a duplication in numbering, reads as follows:

On or before June 30 of each year the Oklahoma Student Loan Authority shall submit a budget for the next fiscal year to the Governor, President Pro Tempore of the Senate, and the Speaker of the House of Representatives. The budget shall include amounts to be spent on administration as well as amounts to be allocated for loans.

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SECTION 3. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 4440 of Title 70, unless there is created a duplication in numbering, reads as follows:

It is the intent of the Legislature that a study be conducted for the purpose of assessing the services and programs of the two public comprehensive institutions of higher education in this state. The Oklahoma State Regents for Higher Education shall appoint a study committee by September 1, 1992, which shall include, but not be limited to, the presidents of the two public comprehensive institutions of higher education or their designees, and any person whom the State Regents determine would provide beneficial input into the study. The first meeting of the study shall be called by the chairperson of the Oklahoma State Regents for Higher Education who shall then appoint the chairperson of the study. Staff assistance as needed to help complete the study shall be provided by the staff of the Oklahoma State Regents for Higher Education.

Members of the study shall assess and review the missions and functions and the admission standards of the public comprehensive institutions specifically in the context of the provision in Section 11-103.5 of Title 70 of the Oklahoma Statutes that curricular recommendations of the Oklahoma Curricular Committee be sufficient to ensure that every student at every high school in this state shall have the opportunity to acquire all the competencies to matriculate at a comprehensive graduate institution within The Oklahoma State System of Higher Education without the necessity of enrolling at the university in secondary-level courses. The study shall also consider the outreach efforts of the institutions through centers of higher education.

The study shall recommend any modifications that would enhance the services at the two institutions to the Oklahoma State Regents for Higher Education and file a copy of the recommendations with the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate by December 31, 1992.

SECTION 4. This act shall become effective July 1, 1992.

SECTION 5. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 30th day of April, 1992.

ACTING President of the Senate

Passed the House of Representatives the 8th day of April, 1992.

Speaker of the House of Representatives

APPENDIX B

OU/OSU STUDY COMMITTEE
SB 1009

NAME	ENTITY REPRESENTED
Donald B. Halverstadt	Chairman, Oklahoma State Regents for Higher Education
Glenn Cox	Chairman, Study Committee
Craig Adkins	OU Student
Doug Branch	OCAST
John Campbell	Oklahoma State University
Michael Cawley	The Noble Foundation
Doug Fox	Futures
Vicki Green	OSU Faculty
E. Murray Gullatt	OU Board of Regents
Burns Hargis	Academy for State Goals
Robert Henry	OCU Law School
Edward F. Keller	A&M Board of Regents
Emilykaye Lonian	Municipal Judge
J. R. Morris	OU Faculty
Gene Rainbolt	BancFirst
Dee Ann Ray	Western Plains Library System
Mike Samis	Macklanburg-Duncan
Harry B. Tate	Physician
Richard Van Horn	University of Oklahoma
Steven Wayland	OSU Student

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APPENDIX C

MISSION

ISSUES/QUESTIONS.

(NOTE: Inclusion or phrasing of the following questions should not be interpreted as representing State Regents' positions. These questions do not represent an exhaustive list; others may be brought up under the "other" category. Some questions can be discussed in greater depth in the remaining sections of the committee work.)

1. STUDENT PREPARATION/REMEDIAL EDUCATION. State Regents have indicated an intent to discontinue remedial education by 1997 at the comprehensive and regional universities. Alternatives include (1) A more active role by OU and OSU with high schools in stronger student preparation, (2) utilizing the services of two-year colleges to offer on-site remedial education work. Which alternative is most acceptable/workable?

2. ENROLLMENT MANAGEMENT. Recognizing continued enrollment growth and that available dollars have stretched beyond optimal levels, there is sound argument for proposals that would put some restraints on enrollment growth to avoid dilution of quality. Should such constraints be in the form of (a) higher standards, (b) funding incentives to shift enrollment emphasis to upper-division and graduate levels, (c) enrollment caps, or some other approach? Or should the comprehensive universities admit all qualified students irrespective of quality dilution issues?

3. DIFFERENTIATED ADMISSIONS. Admission standards are the same for both OU and OSU. Should they be allowed to vary?

4. STUDENT PREPARATION--CORE HIGH SCHOOL COURSES. High school course work preparation for college is the same for all students no matter which kind of institution they choose to attend. Should OU and OSU take the lead in requiring more rigorous preparation and additional core curriculum units?

5. DIFFERENTIATED FEES/TUITION. Fees and tuition are the same for both OU and OSU. Should they be allowed to vary?

6. PROGRAM SPECIFICATION. The State Regents make no clear cut programmatic assignments to OU/OSU. Would greater policy specification be helpful?

7. GOVERNANCE. Are governance arrangements adequate for the two comprehensive universities? Do board members have a manageable portfolio and the time to give adequate and special attention to the critical needs of the two comprehensive universities?

8. CONSTITUENT AGENCIES. Should OU and OSU operate so many constituent agencies? Would some of the constituent agencies be better served by standing alone with independent free-standing status? Would OU and OSU be better served?

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C-1

9. MEDICAL EDUCATION. Would medical education in Oklahoma be stronger by *some* type of merger of OU's medical college and OSU's osteopathic college? Which institution should operate the combined enterprise?

10. TEACHING HOSPITALS. The Legislature's 1972 decision to remove the teaching hospital from OU board governance and place it under the control of DHS has had an impact on the quality of medical education. Would Oklahoma and the training of doctors be well served to shift control back to the OU board?

11. AGRICULTURE. Would agriculture offerings at all colleges and universities in Oklahoma be benefitted by a clearer OSU leadership and some sort of affiliation with OSU?

12. TELECOMMUNICATIONS. OU and OSU have made significant investments in their telecommunications capacities and are heavy users of the State Regents' backbone telecommunications system. Should electronic investment and delivery generally be limited to OU and OSU?

13. PROGRAM PRIORITIZATION. Does Oklahoma need and can it afford some of the higher cost programs at the comprehensive universities. Can some programs be discontinued and needs still be met less expensively through regional arrangements? Can objections of alumni, institutional interests, and politicos be overcome to effect such wrenching change?

14. PROGRAM DECISIONS--PUBLIC SUPPORT. Oklahoma appears to desire coordination of higher education offerings, elimination of unnecessary duplication, and more efficiency in higher education. Will public support be sufficient to help the university leadership and regents withstand internal and external problems as hard decisions on program prioritization and deletion are made in the coming years?

15. DOCTORAL PROGRAM LIMITATION. Should doctoral programs be limited only to OU and OSU or should other Oklahoma public institutions be allowed to offer doctoral work?

16. Other.

C-2

STANDARDS

ISSUES AND QUESTIONS

(NOTE: Inclusion or phrasing of the following questions should not be interpreted as representing State Regents' positions. These questions do not represent an exhaustive list; others may be brought up under the "other" category. Some questions can be discussed in greater depth in the remaining sections of the committee work.)

1. Are the current performance admission standards appropriate to enhance the likelihood of student success at OU and OSU?

2. What is the optimal level of high school preparation to best assure academic success at the comprehensive universities? Should there be a different preparation level for students attending the comprehensive universities and the two-year colleges and regional universities?

3. Should the land grant mission of OSU call for a differential admission standard?

4. Is it appropriate for the comprehensive institutions to be involved in student remediation? If so, how can the amount of remediation be reduced and how should it be funded?

5. What should the student profile at OU and at OSU look like? Should the student profiles be similar to each other? What should be the mix of undergraduate and graduate students?

6. As a result of 1017, high schools are expected to provide a rich program that will prepare students for entrance to OU and OSU. How can OU and OSU set the tone for higher expectations and higher performance?

7. Other.

PROGRAMS

ISSUES/QUESTIONS.

(NOTE: Inclusion or phrasing of the following questions should not be interpreted as representing State Regents' positions. These questions do not represent an exhaustive list; others may be brought up under the "other" category.)

There are numerous issues relating to programmatic considerations which can generally be categorized as (1) quality, (2) centrality to mission, (3) productivity, and (4) unnecessary duplication. All categories are of great importance, but for purpose of this discussion, the review will focus on #3 and #4. The attached data on OU/OSU programs relates to these issues.

1. To what extent should OU and OSU have duplicate graduate programs in education, business, engineering, and architecture?

2. Within those broad programmatic areas, which specialization areas could be complementary? In those broad programmatic areas, where could joint faculties offer joint degrees at the graduate level?

3. What compelling reasons justify duplicate doctoral degrees?

4. How narrow should the focus of a job-related baccalaureate degree program be at the comprehensive university level?

5. Specifically, doctoral degrees in business are expensive. Does Oklahoma need two such programs?

6. What is the appropriate balance of graduate/undergraduate programs?

7. What programs could be jointly done by OU/OSU to provide even greater programmatic strengths (i.e., OCOMS/OUHSC)?

8. Should there be greater regional collaboration?

9. Other.

C-4

PROGRAMS--STRONG UNDERGRADUATE CORE

ISSUES/QUESTIONS.

(NOTE: Inclusion or phrasing of the following questions should not be interpreted as representing State Regents' positions. These questions do not represent an exhaustive list; others may be brought up under the "other" category.)

1. What is the current public perception of Oklahoma baccalaureate degree graduates?

2. What should be common goals or common outcomes for all baccalaureate degree graduates? (i.e., citizenship, employability, contribution to community, ability to continue to learn?)

3. For a 120 hour baccalaureate degree, what is the appropriate balance between the core course, major courses, and elective courses? (Current State Regents' policy requires one-third each; however, in recent years, job-related majors have assumed increasingly disproportionate shares.)

4. Should OU and OSU's baccalaureate degrees be national exemplary programs emphasizing strong core curriculum?

5. Do OU/OSU have too many baccalaureate degrees? Given existing resources, should OU/OSU offer as many baccalaureate degree programs as reflected in their inventory?

6. Other.

OUTREACH

ISSUES/QUESTIONS.

(NOTE: Inclusion or phrasing of the following questions should not be interpreted as representing State Regents' positions. These questions do not represent an exhaustive list; others may be brought up under the "other" category.)

1. What is the balance between access and quality and how can that be maintained?

2. How can outreach programs be used to distribute exemplary undergraduate and graduate programs?

3. What is the role of technology in delivery of exemplary programs?

4. What is the obligation of higher education to deliver programs? Should the three tiers have varying level of responsibility in the delivery of outreach courses/programs? Should outreach be driven by function and/or by programmatic excellence? (i.e., two-year colleges responsible for remedial work)

5. To what extent should OU/OSU be major providers at the graduate level for all outreach efforts and at the higher education centers?

6. Other.

C-6

RESEARCH

ISSUES/QUESTIONS.

(NOTE: Inclusion or phrasing of the following questions should not be interpreted as representing State Regents' positions. These questions do not represent an exhaustive list; others may be brought up under the "other" category.)

1. Will trying to fund two research universities result in neither research effort reaching national stature?

2. Can we achieve national recognition in select programs at one or both research universities?

3. In what areas do OU and OSU have the potential to excel? What are areas for collaboration? How do the independent universities fit in? How does the private business sector fit in?

4. Has undergraduate teaching suffered with increasing emphasis on research?

5. Should more emphasis be placed on technology transfer in our research efforts?

6. Is lack of funding the only impediment to increasing research activity?

7. Other.

APPENDIX D

OU/OSU STUDY COMMITTEE

MINUTES

December 1, 1992

I. **CALL TO ORDER/INTRODUCTIONS.** Don Halverstadt called the meeting to order and welcomed the committee members: Glenn Cox, Burns Hargis, Mike Cawley, Emilykaye Lonian, Gene Rainbolt, Doug Branch, Mike Samis, Craig Adkins, J.R. Morris, Ray Bowen (representing John Campbell), Ed Keller, Harry Tate, Richard Van Horn, Dee Ann Ray, Robert Henry, and Steve Wayland. State Regents' staff attending were: Chancellor Brisch, Ruth Ann Dreyer, Cindy Ross, Martha Nagle, and Gary Smith.

II. **OVERVIEW AND PURPOSE OF STUDY.** Dr. Halverstadt explained that the 1992 Legislature's Senate Bill 1009 required the State Regents to form a committee to study the University of Oklahoma and Oklahoma State University, their services and programs, and make recommendations for enhancement. Another agenda in that bill is admission standards, Dr. Halverstadt explained. He read the pertinent part of the bill describing the committee's function.

Additional functions of the committee will be to seek ways to deal with the fiscal shortfall for higher education which is seen on the horizon and how to deal with the increasing number of students who are coming into the state system. Issues to consider: the cost for educating students and how to educate students with available dollars. Additionally, our society is increasingly complex with greater demands for preparedness, capabilities, skills, etc. There are a number of activities which feed into the OU/OSU study activity including:

(1) A governance study, also required by the legislature, which can potentially have great effect on the state system.

(2) Academic Planning/Resource Allocation (APRA), a funding concept, which says, "Re-look your academic programs, re-prioritize, and reallocate your funds internally with the greatest amount toward the highest priorities, lesser amounts toward lesser priorities." APRA is an attempt to generate monies internally, monies that are not forthcoming from appropriations.

(3) A mission review for the state system, ongoing for several years now.

(4) Standards strengthening

(5) Remedial education report made public recently

(6) Teacher education program review, also made public recently

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Dr. Halverstadt urged the committee to keep its recommendations in conceptualizations and broad sweeps as opposed to examining the minute data that's available. It should conclude with an over-arching series of recommendations.

Chancellor Brisch said the committee has a unique opportunity to set a proper tone for the well-being of Oklahoma's two comprehensive universities. He acknowledged that OU and OSU are exceedingly complex institutions. He said the question raised is, "What kind of students are likely to succeed in such a comprehensive environment?" This question was the genesis of the Senate Bill which instituted this committee.

The bottom line, the Chancellor said, is that HB 1017 should allow all Oklahoma schools to offer a rich curriculum so all students will be prepared to enter OU and OSU. Not in the legislation are what courses students should take. In other words, how is preparedness evaluated and at what level should students be prepared in order to succeed, particularly at the comprehensive universities? The tone-setting component is what higher education should project to the public and to the schools. What are our expectations of students in Oklahoma both now and in the future? What studies should they have mastered before they arrive at OU and OSU? Oklahoma will only thrive only insofar as its students succeed --- at all levels, pre-school through the universities.

III. **DESIGNATION OF STUDY COMMITTEE CHAIRMAN.** Dr. Halverstadt asked Glenn Cox, State Regent, to serve as study committee chairman of these meetings. Regent Cox, the recently retired COO of Phillips Petroleum, has served as a Regent for three years, particularly as an advocate for quality and economy in higher education.

IV. **DISCUSSION OF APPROACH FOR ADDRESSING ISSUES.** Regent Cox expressed appreciation to members for their willingness to serve on the committee. The focus on student success, he said, is one that he personally takes very seriously. Throughout the Oklahoma higher education system, he feels there is an obligation to deliver within the tiered system a means for our students to be successful. However, every institution of higher learning cannot be all things to all students. When Oklahoma has been compared to its peer states, its funding represented about 60¢ on the dollar; recently that figure has improved to 66¢. Despite the improvement, Oklahoma is still a long way from where it should be; we are still working with limited, inadequate resources. Therefore, we must make the best possible use of the resources we have.

Chairman Cox said he will try to keep the committee "on point", that is concentrating on the focus. The information presented in the study guide notebooks is quite a bit to digest, but it is a starting point. There are a number of questions which have been drafted for consideration, but each will not have to be answered specifically. He advocated a conceptual approach, but said he will not limit the members' areas of interest.

V. **ADMISSION STANDARDS AT OU/OSU.** Dr. Cindy Ross gave an overview of admission standards. She said the State Regents recognize the absolute requirement that any student with desire should be able to access the public higher education system. In 1988 when the Regents adopted the increase in admission standards, they designed a number of alternate ways to enter the comprehensive universities.

The phase-in of the increased admission standards culminated in fall 1992 for the comprehensive universities. Students were required to have an ACT of 21 or be in the upper 1/3 of high school ranking and GPA (3.0). (OU/OSU had started at the 50th percentile and gradually phased up to the top 1/3.) The regional universities will reach their highest admission standard in fall 1993, at which time the requirement will be ACT in upper 50% (19) or be in the upper half in high school ranking and GPA (2.7). The two-year colleges provide the open door to all individuals interested in pursuing higher education. ACT levels are set using Oklahoma data (adopted in 1990.) If Oklahoma continued to use national data, the ACT requirement would be one point higher.

In 1984, Dr. Ross said, the State Regents adopted an 11-unit high school core curriculum as part of their admission policy which consists of 4 units of English, 3 of math, 2 of lab science, and 2 of history. Students have to have this high school core curriculum for admission into the comprehensive and regional universities. Northeastern State University has been approved for higher standards than other regional universities.

In addition to the three ways to enter the comprehensive universities there are seven alternative routes. They include four "right-to-try" provisions (*summer admission, alternative admission, adult admission, and home study*) and one "second chance" opportunity (*transfer probation.*) The last two of the seven routes are *non-degree seeking students* and *regular transfer students*.

The State Regents have set higher expectations for students, but coupled with those expectations is greater opportunity in terms of "right-to-try" options.

Why were the standards increased? (1) To improve student retention and graduation rates. At the time the admission standards were being considered, student drop-out rates were far above national norms and acceptable levels. Specifically, OU and OSU had the highest drop-out rate and the lowest graduation rate in the Big 8. (2) Another reason was to make more efficient use of taxpayers' dollars. Remedial programs are expensive, and duplicative remedial programs at each of the 25 institutions compounds that expense. (3) The State Regents were very interested in ensuring that students are academically prepared and matched with institutions that best fit their needs. (4) Standards were also increased to reduce reverse transfers. At the time the standards were increased, more students were transferring away from OU and OSU to two-year colleges than vice versa. (5) Finally, standards were increased to enable professors to teach to a more focused range of student abilities. When there is a broad range of student academic backgrounds, faculty tends to teach to the middle range, leaving inadequately prepared students lost and better prepared students bored.

In December 1990 the State Regents directed staff to do an annual review of the impact of raised admission standards. The first report was

issued in May 1992, obviously a preliminary report because it's too soon to know the full impact. But there are some positive signs: (1) ACT scores at OU/OSU are increasing in terms of the percent of students with scores greater than or equal to 21.

President Van Horn said he believed firmly that higher retention and graduation rates are not related to higher admission standards. The students who leave OU and OSU are not in academic trouble; this can be shown very clearly with the data. They leave many times because of financial reasons, not because they are in academic trouble. He said he was supportive of higher standards, but felt that facts should be presented in an accurate way. It is simply not true, he said, that retention and graduation rates went up because of increased admission requirements. The Chancellor said it was known from experimental evidence that Colorado has better retention rates than Oklahoma has, and it also has higher admission standards. Over a period of time behavioral characteristics will come into play. He said what Dr. Ross was presenting was a "snapshot" that while inconclusive was, in fact, an indicator. Certainly there were other forces at play, and the university's help was requested to provide additional information. President Van Horn said one of the fastest increasing groups at OU recently has been students with ACT scores over 27. That is not related to increased admission standards, he said, but to Academic Scholars and other programs of recruitment, etc.

J.R. Morris said the single most important factor in the increase from fall 1986 to fall 1991 was the new curriculum standards contained in State Regents' admission policy that went into effect in the fall of 1988 and which were announced in 1984 to allow high schools to get geared up to meet them. Therefore, students started coming in at that point with more math, college prep English, lab sciences, and history than they had before. The ACT scores directly reflected this increased preparedness. The Chancellor concurred noting the importance of higher education's partnership with common education regarding the core curriculum: should more than 11 core units be required? Oklahoma is on the low end when compared with other states' requirements, he said. It is conclusive that the more core courses students have, regardless of race and economic background, the better they perform in college.

Dr. Ross resumed her report, saying that student retention is increasing at all three tiers. She agreed with President Van Horn in that institutional retention succeeds primarily because of institutional efforts. Her research indicates that the single biggest factor in retention was the interaction the student has with faculty. While there are many variables contributing to these positive signs, she submitted that the increased admission standards is one of those variables.

Chairman Cox said it was not possible to isolate any one factor and say it is responsible for a particular outcome because the system is dynamic with changes occurring in many, many areas. The signs of improvement are everywhere, which is gratifying, he said. He mentioned particularly the large number of merit students attending OU and OSU.

Chairman Cox asked committee members to turn to the Standards suggested issues and questions page in their notebooks.

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VI. DISCUSSION AND COMMITTEE INPUT ON ISSUES.

1. Are the current performance admission standards appropriate to enhance the likelihood of student success at OU and OSU?

- President Van Horn said admission standards are a very complex subject. The State Regents' actions were helpful, and they have resulted in good outcomes, but other issues need to be addressed. The best way to achieve progress is to set goals and allow institutions flexibility to achieve those goals. Further improvements should be made because of the variables involved with individual students. For example, he compared a student with a 21 ACT score who only studied through high school with one who studied but was also very active in student affairs and had a 20 ACT. The latter will perform better in college. Another example, the student with a 21 ACT at an excellent Oklahoma high school compared to one with a 21 at a mediocre high school. The former will perform better in college. His suggestion: if a student has an 24+ ACT, then he should certainly be admitted. If he's in the top 20% of his class, or top 25%, admit him. But, students on the borderline should be examined for ACT, high school rank, activities, and whether or not their grades improved as they moved through the high school grades. OU has a quite good prediction formula that predicts how students will fare at OU. It is based on test scores, high school GPA, and other activities in which they were involved. He said OU would much rather use its prediction formula as a means for admitting students. OU's minority admission policies have been very successful, he said. OU has the highest minority enrollment of any school in the Big 8. He would like the State Regents to give broad guidelines and, perhaps, a target: an average ACT of 24 for instance. Then he wants flexibility to admit students which OU thinks are the most likely to succeed. He feels both OU and OSU could do a better job under those circumstances. Also, he feels the two comprehensives should be smaller than they are now, not larger, so he has no objection if the Regents want to put a cap on the number of students who are admitted, and say, "Admit the best students you can under this cap." He reiterated that he hoped the Regents would consider more flexibility for OU/OSU.

- Chairman Cox asked President Van Horn how much smaller did he think OU and OSU could be? President Van Horn said a 10-15% reduction in enrollment would bring OU closer to being competitive on the peer group average. Every Big 8 university is getting 5-8% tuition increases this year so perhaps Oklahoma is only 64¢ on the dollar now. He thinks OU must decrease enrollment and hold funding in order to compete for faculty and students.

- Mr. Rainbolt inquired whether if OU decreases in size and students go to regionals and two-year colleges, would funding then follow the students? Dr. Morris observed that the impact of the new admission standards had been a redistribution of students within the state

system.

- In response to the question of whether it is cheaper to educate students at the regionals, it was noted that there is a savings. The regionals and two-years are about the same distance in funding from their peer groups. President Van Horn said that OU this year will get $155 million in state funding, but the school has a $480 million budget. The rest of those funds are generated by OU. OU/OSU are significant contributors to the state economy. In terms of the economic benefits to the state of Oklahoma, putting additional funds into the two comprehensives has a real impact on the state. OU/OSU will be bringing in over $100 million each year in grants and contracts at some point in the near future.

- Provost Ray Bowen agreed with much of what President Van Horn said. Concerning the specific issue of reducing the size of the university, however, OSU has not decided it is essential to do that yet. OSU is taking a different approach right now trying to identify some academic programs which can be eliminated and ways to make the administrative operation more efficient. It may come to the point where OSU will have to have fewer students, but right now it's not prepared to acknowledge that necessity. As President Van Horn said, admission standards is an exceedingly complex area. Provost Bowen agrees totally that the State Regents need to set goals for the institutions and then allow them to use their talents and imagination in finding ways to meet the goals. The raised standards have certainly improved the situation, but additional improvements are necessary. He likes the idea of "deregulation": set some broad, high standards and allow OU/OSU to articulate the standards for quality higher education.

- Doug Branch observed that the admission standards appear to be appropriate for OU and OSU and that it was important for the state to convey a message that higher standards are required for admission at the comprehensive universities.

- Harry Tate inquired whether an outcome study had been done which shows what percentage of the budget for higher education is spent on those who do not complete any programs, either two-year, four-year, or graduate level? If it is a significant percentage, what can we do to eliminate what is obviously a waste all the way across the board? How far back in the educational system would we have to go to start that process? The Chancellor said there is data available, but not any which answers this specific question. President Van Horn said he didn't think students who take courses but do not graduate should be considered as having wasted the state's time and money. The goal of the system is learning and education, not necessarily graduation. Circumstances oftentimes necessitate only one or two courses, or one or two semesters, without a graduation goal.

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- Mike Cawley inquired about the feasibility of using the goal-oriented approach for OU/OSU admission as described by Van Horn and Bowen. The Chancellor responded that when the current standards were established some four years ago, the focus had been on getting a strengthened standard in place and breaking the mind-set. The effort, he noted, had involved then-current OU/OSU leadership. Given the success of that effort, there is now an effort to refine and develop the existing standards. Goal-setting can certainly be worked into the Regents' agenda, the Chancellor said, as well as creativity, flexibility, and innovation on the campuses. Provost Bowen confirmed that a cultural change has occurred on campuses in recent years among faculty who are now more interested in their students' success, rather than the attitude a few years ago when faculty felt they needed to weed out those who weren't qualified for college-level work. He urged that in the future, ownership of some of the detail decisions should be left to the institutions; setting high standards and auditing compliance should be the Regents' responsibility.

2. What is the optimal level of high school preparation to best assure academic success at the comprehensive universities? Should there be a different preparation level for students attending the comprehensive universities and the two-year colleges and regional universities?

- J. R. Morris observed that the highest average ACT score recorded for the freshman class at OU was in 1964 — 22.4. The requirement was a 16. The reason the ACT was so high was because of the post-Sputnik revolution in the high schools. Pouring money into math and science programs increased preparation dramatically. The same thing is being seen now because of the curricular requirements that went into effect in 1988. One area this committee could really make a difference is to recommend developing college preparatory programs in the high schools of the state. Enhanced curricular requirements will do far more to improve performance in college than raising test scores requirements and high school ranking.

- On the issue of increasing curricular requirements to 15 units, the Chancellor said schools need to be given notice, perhaps four years in advance of implementation, of what colleges want students to learn before they arrive at the campuses.

- Ed Keller said it bothered him that a land grant school would deny access to taxpayers' children. There are other ways to approach the problem; not everyone agrees philosophically with the statements made thus far. "It is almost an inalienable right to be able to try," he said. Kansas University was offered as an example of a state school which is very successful. The Chancellor said KU has an ACT average of 24+, but Mr. Keller said a 24 was not required by KU. He said there are Tulsa students who are admitted to KU who couldn't get in OU and OSU. Chancellor Brisch said the "right-to-try" route would have let them in; Regent Keller asked why OSU should have a "right-to-try"

when KU doesn't.

- Robert Henry expressed the strong desire to move in a direction opposite to that stated by Keller. Oklahoma cannot afford to do otherwise. He thought perhaps the land grant university admission requirements should be re-thought because its mission is not the same as OU's. He proposed setting goals of a 24 ACT and top 25% of graduating class; in addition, Henry proposed a goal of 16 core units for high schools. Mike Cawley inquired whether the curricular preparation requirement should be for all institutions or just the comprehensives, and Henry responded that it should be for all institutions and that perhaps the foreign language requirement should be included. J. R. Morris noted that the earlier policy excluded the two-year colleges. Regent Cox summarized in noting the strong sentiment for enhanced student curricular preparation.

- President Van Horn proposed that current admission standards be kept as they are, that State Regents allow OU/OSU to submit independent proposals on how within that framework they would like to modify the admission requirements, and that some adjustment be made for minority enrollment. The current alternative admission policy is a real negative to recruiting minority students. There should be some encouragement for the two comprehensives to recruit minority students.

- Regent Cox inquired about what penalties does OU suffer for recruiting minorities? OU has the largest minority enrollment in the Big 8, which requires a major part of OU's alternate admission allowance --- to the point where essentially no one else can be admitted through the alternate admittance category. There are some good students who deserve admission who don't meet the Regents' requirements.

- Mr. Hargis inquired whether there would be a funding increase that will be required for high schools if the core curriculum is increased? Chancellor Brisch said legislation makes provision for $100 million a year to flow through 1017. But students have <u>not</u> been taking more courses. He said people often ask if the State Regents couldn't offer more concurrent courses in the high schools since many seniors have completed the requirements for graduation and college admittance and want to do more. The Chancellor said he responded to these queries that higher education has enough to do on the campuses without taking on responsibility for concurrent classes on the high school level. Increased core curriculum would help solve part of the need for concurrent classes. Also, he said that the 1017 reforms are wonderful, but if there is no impetus for the students to take the added classes, they're not going to do so. Higher education can help to set the tone for what the expectations are. Gene Rainbolt concurred that higher education should be the monitoring force for 1017 implementation.

3. Is it appropriate for the comprehensive institutions to be involved in student remediation? If so, how can the amount of remediation be reduced and how should it be funded?

- President Van Horn noted that OU doesn't think it spends state resources on remediation. Students are charged for remedial courses which are run through Continuing Education, and students are charged the full cost. Gary Smith says a budget need is developed for remediation; however, OSU doesn't allocate it for that purpose. OU also encourages students to take remedial courses at two-year schools.

- President Van Horn explained the relationship between OU and OCCC for remediation where each teaches courses on the other's campus. There is also an OU counseling office on the OCCC campus.

- Dr. Halverstadt pointed out that a lot of the remediation is not for recent high school graduates but for the non-traditional students who are coming back to higher education after years away from high school. For all practical purposes, higher education cannot get out of the remediation business, but it can expect a better product to come out of common education.

- President Van Horn said OU's freshman math course is actually a remedial course. Students should be starting off in beginning calculus, but they cannot handle it.

- J.R. Morris said he felt remediation is not a topic in need of public policy. There are too many other important issues that should be dealt with first. If a good job is done in setting admission standards, remediation work will be minimized.

- Provost Bowen surfaced the issue of who is best prepared to offer remedial programs and noted that quality would not be as good if courses were not offered by the comprehensive universities.

- Chairman Cox summarized that strengthening of the high school core could do much to alleviate the current problem of excessive tax dollars going toward remedial courses.

- Dr. Tate said all of the morning's discussion seemed to be pointing back toward shortfalls in common education. This committee, he said, could augment the money being spent in 1017 by setting the standards higher at this end.

- Chairman Cox said he was feeling guilty at what he thinks is fingerpointing at the common education system. He said a lot of effort is going to have to be expended there to correct the problems which have been discussed at this meeting.

4. How can OU and OSU set the tone for higher expectations and higher performance?

- Chairman Cox said the committee's suggestions for increasing core requirements are part of the answer to this question.

- Robert Henry said the committee will submit a report when its task is completed. He concurred with J. R. Morris in observing the urgent need to address high school core curriculum preparation. He proposed that the OU/OSU study committee go on record as strongly favoring an increase of core courses from the existing 11 high school units to 15-16 units (or substantially more than 11 units). He proposed that the committee also make a statement about the inappropriateness of using state dollars to offer remedial work at the comprehensive universities.

- Provost Bowen asked that incentives be added to encourage the comprehensive universities to offer coursework for top high school honors programs via compressed video as one approach to establishing stronger linkages with high schools.

6. Should the land grant mission of OSU call for a differential admission standard?

- President Van Horn said he thinks the state will benefit by allowing the comprehensive institutions to differentiate between themselves as to what they expect of incoming students. This will allow a good mix. A good next step, in regard to admission standards, he said, would be to ask OU and OSU for proposals of what they'd like to do. It's possible that they will want different core courses. There's no reason, he said, why OU/OSU should do everything the same way.

- Chairman Cox said he felt that door was already open. Minimum standards are set, but the individual institutions are able to set their own minimums that are higher than those set by the State Regents.

VII. **OTHER.** Chairman Cox proposed that a summarization of the morning's discussion be put in draft form which members can review before the next meeting.

VIII. **SCHEDULING OF NEXT MEETING.** The Chancellor said he would file a letter on January 1 with the legislature giving an update of the committee's progress; therefore, the January 1 deadline will probably be extended for the committee's final report. One more meeting will be scheduled in December.

IX. **ADJOURNMENT.** There being no other business, Dr. Halverstadt adjourned the committee meeting.

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OU/OSU STUDY COMMITTEE

MINUTES

December 15, 1992

1. **CALL TO ORDER.** Don Halverstadt called the meeting to order and turned it over to Chairman Glenn Cox who welcomed the committee members. Those attending were Dr. Halverstadt, John Campbell, Jeff Kimpel (representing Richard Van Horn), Harry Tate, J.R. Morris, Burns Hargis, Mike Samis, Doug Branch, Doug Fox, Vicki Green, Robert Henry, Emilykaye Lonian, and Ray Bowen. State Regents' staff present were Chancellor Brisch, Ruth Ann Dreyer, Martha Nagle, Cindy Ross, and Joe Hagy.

2. **REVIEW.** Chairman Cox said the study committee will produce a generalized report agreed to by a majority vote of the membership, thereby satisfying its commitment. After the minutes of the previous meeting were approved, the consensus statement attached to the minutes was submitted for discussion.

   Doug Fox inquired whether the third bullet point which includes *standards for the two (OU/OSU) should not necessarily be identical* meant that one's standards would be lower or higher than the other's. Chairman Cox explained that the minutes point out that discussion centered on possibly higher standards for both of the two comprehensive schools; there was no discussion about lowering standards at either school.

   Vicki Green asked if OU/OSU would also be considering alternative admission methods. Chairman Cox said the feeling of the OU/OSU representatives at the first meeting was that they can do a better job of identifying students who will be successful at their universities; therefore, they should be given some flexibility in determining admissions to their institutions, which could include alternative admission methods.

   Ray Bowen said he felt the consensus statements were slightly off-center. One of the items which President Van Horn addressed very strongly was the idea of State Regents setting a fairly high general set of goals and then allowing the institutions some discretion in attaining the goals. The guidelines should be the same for OU/OSU, but how they are reached could be different. Chairman Cox said the standards at the present time are identical; however, there is a policy if any institution asks for higher standards, those standards must be approved or disapproved by the Regents. Differences in standards are acceptable within the system, but there is a standard in place which must be met by all the institutions at a particular tier. Chairman Cox said there was a strong feeling from most of the members at the first meeting that the Regents should not depart from the present minimum standards. Chancellor Brisch said the first meeting group felt there should be minimum standards, but above those minimum standards, flexibility could be built

in for OU/OSU. He said he did not hear that the Regents should get rid of minimum expectations because, if that is done, what kind of message would be sent to common school students? Mike Samis said he heard from President Van Horn that placement in the upper third in one high school is oftentimes worth more than placements in the upper third in another high school, and that the admission officials should have the flexibility to make judgments of which students should be admitted. Regent Cox clarified that President Van Horn expressed strong support of standards but did desire flexibility for institutional administration.

J. R. Morris noted the advantages of other admission/student success predictors (high school activity, etc.) that should be taken into account and used in conjunction with ACT scores. Doug Fox said a minimum standard is necessary but there should be a goal set of a higher standard which would permit the universities a good range of flexibility. The goal Robert Henry suggested, as reflected in the minutes, was 24 ACT and top 25% of graduating class. Current minimums would be kept, and goals determined with OU/OSU given flexibility as to methods to meet the goals.

Dr. Tate said the first meeting asked how a message could be sent to the primary/secondary schools that the universities needed better prepared students entering at the freshman level. The suggested solution was to raise the requirements in the common schools so the universities would have a better pool from which to draw their freshmen students. Doug Fox observed that the institutions want as much flexibility as they can get; but the fundamental issue isn't lack of trust in their administration of that flexibility, it is the signal sent to the students around the state and to the secondary/primary teachers. If the standards are fuzzy, then problems will develop because a fundamental in education is that people tend to rise or fall, depending on expectations. He said he felt the Regents must have fixed standards, and then flexibility can be allowed above that standard. But, he said, he felt strongly that the base level signal must be clear to all 45,000 high school students and their teachers and clearly established and announced by the State Regents.

Vicki Green said she hoped that alternative characteristics which students possess in addition to intellectual capacity will be factored into the discussion. She, also, said that she didn't think standards could be determined for OU/OSU until it was known what standards were going to be set for the other tiers and what action was going to be taken with regard to programs.

Chairman Cox said one of the comments made last time concerned limiting enrollment at OU/OSU, perhaps by setting a much higher standard than is currently required. But, when setting the higher standard, a great deal more flexibility in the selection process for the students would be included also. He felt there was a strong positioning of the entire group that at this time we needed to maintain the minimum standards that are in place.

J. R. Morris observed that OU/OSU will not increase graduation rates by moving from an ACT score of 21 to 24 because there are other important factors in the process. He reiterated that standards should not be amorphous; this will produce problems. Manipulating scores a point or two will not produce the sought results because there

are too many other factors which play a part in the final result.

Dr. Bowen noted strong support for the first bullet (improving core curriculum preparation) which was really the central message. The group concurred. Bowen as well noted strong support for standards which superseded arguments about the "right approach."

3. **FUNCTION AND MISSION.** Chairman Cox said the State Regents have assigned function statements to OU and OSU which are virtually identical, except for the last sentence. He asked committee members to expand on any additional questions which they felt should be considered when discussing OU/OSU function and mission.

Programmatic Specification (Question #6). Robert Henry noted that all colleges cannot be everything to everybody. The people, he observed, won't even let us raise tuition when dollars are very much needed from fee increases. Fine-tuning the missions does not intend to insult anyone; delineation must be done so that what is determined can be paid for. On the issue of remedial education, it had been noted in a recent conversation with an A&M regent that perhaps the comprehensive universities needed to offer remedial work in order to maintain declining enrollments. President Campbell concurred that the service should be provided especially until the common schools could get up to speed under the new 1017 requirements. Robert Henry voiced protest about what might seem to be exclusion of fine arts from OSU in the policy's emphasis of the university as an agricultural institutions.

Harry Tate said prioritization should be on centers of excellence within the universities because all universities cannot be excellent at everything they do. Lack of resources will demand that OU/OSU be more focused because money will not be forthcoming for both schools to have all the programs. Anything which is duplicated that can be put together and simplified, anything that can be focused as a center of excellence, would be beneficial for both universities.

Differentiated Fees/Tuition (Question #5), Governance (Question #7) & Questions #6 and #9. Doug Fox observed the appropriateness of having differentiation on fees and tuition for OU and OSU as long as it is understood that the schools cannot do what Oklahoma does in the area of ad valorem taxes relative to state support. For example, if tuition is raised at OU's law school, then the school should get the benefit of the funds and not be penalized by offsetting lower state funds. On program specification: the number of graduate degrees available is preposterous, relative to Oklahoma's resources. Degrees that go five years with only three students should be scrapped. On duplication, a comprehensive university has to have some basic programs to be a liberal education institution worthy of the name; however, on specialties, like engineering, architecture, etc., there needs to be clearer focus, clearer specialization. On governance, there has been good governance at the Regents' level, considering how Oklahoma has gone about the task. In general, the best qualification for becoming a Regent has been a friendship with the governor. On the issue of medical education, if basic science education is dealt with, the separateness, integrity, and identity could be preserved and efficiency could be achieved. Otherwise, education gets in all of the

turf battles that are taking place.

Doctoral Program Limitation (Question #15). Chairman Cox said the Regents have attempted to limit doctoral programs to OU/OSU. Chancellor Brisch said the Regents have actively discouraged the development of doctoral programs at regional institutions, although there has been considerable efforts by regional schools for doctoral programs. The teacher education report addresses this question when it focuses on the notion of quality first. A number of master's programs at the regional institutions do not "cut it" with regard to quality. The report recommends that, if the institutions cannot bring their master's degree programs "up to snuff", they should be eliminated.

Emilykaye Lonian noted the need for focus. In a state as small as Oklahoma and with technological change which fosters creativity and efficiencies, it was important to look at OU and OSU as one university in terms of sharing faculty and resources. She described the structure as a sort of pyramid going from common undergraduate liberal arts education and then into the graduate level with a competitive edge.

Ray Bowen noted the importance of conducting a systematic review of the master's programs but urged that the review be conducted statewide and include all master's work. The Chancellor concurred, noting the importance of quality offerings. Bowen discussed technological capacity for graduate program delivery. Green noted cautions that should be observed, particularly at the doctoral level, in labeling a program as duplicative. Vicki Green said, although the same graduate programs may exist on paper at both OU and OSU, in fact the programs may be very different with different specializations, etc. This should be determined before decisions are made about eliminating one or the other. She said for OSU to be an outstanding university it must have support of its arts and sciences programs. In any examination of duplication of programs, she said OSU faculty would fear that some of their arts and sciences core programs could be cut. An undergraduate body cannot be educated at a comprehensive university without an arts and sciences base. Oftentimes the interplay, she said, between a good undergraduate program and a graduate program is very complex. Good faculty may have come to a university because of the opportunities of working with advanced students. In addition, Dr. Green introduced the topic of communication, saying that educating the public about what higher education is about should be a priority.

Research. Doug Branch said he, as an OCAST representative, does not see a question addressing research and thinks it should be included. Oklahoma is woefully deficient in the resources it allocates for research in general. He said a principle difference between OU/OSU and the regional schools is its research funding. His suggested question: "What sort of restructuring, what sort of reallocation would be required to adequately fund research in Oklahoma higher education?" A way must be found, he said, to get basic research dollars into higher education. Chairman Cox said a pertinent question was whether there was a sufficient collaboration between OU/OSU and other groups who should be involved to make sure that all efforts are being expended toward getting more resources and greater funding. Branch noted that we are maximizing current dollars and leveraging state dollars. The question of research

and whether Oklahoma will be competitive are directly related, however. Doctoral programs may be expensive, but changes are incremental and do not result as directly in major change. Burns Hargis agreed that research dollars are "pure economic development" and that the two research universities can be "enormous engines."

Chairman Cox said he thought both OU/OSU have made, and are making, great efforts to be involved in research. The question should be whether this group wants to endorse the emphasis of research at OU/OSU with perhaps some caveats, such as making certain that there is not unproductive competition or that research dollars are not wasted by unnecessary duplication.

Dr. Morris said he did not think research could be separated from the doctoral-granting function at OU/OSU. They are too closely interwoven. For a long time, however, he noted that doctoral programs had been bootlegged on the backs of undergraduate education and simply have not been funded. He said the most critical factor in getting research funding up is the size of the faculty. OU/OSU won't rank in the top 100 in research until they rank in the top 100 among doctorate-granting research universities. This is why money is not saved by canceling a lot of doctoral programs. Provost Kimpel noted that research takes talent and time. By adding OU and OSU, you would get an institution the size of the University of Illinois but with half the faculty, a fundamental disadvantage to research efforts. Morris agreed, noting Oklahoma's "plain vanilla universities."

Doug Fox noted that the easiest point on which this group could reach consensus would be that research is important; it ought to reside primarily in the two comprehensive universities; it needs to be enlarged. If those points are agreed upon, then the next step is to say more funding is necessary and possible through elimination of overlap, duplication, inefficiencies, etc. Even if the committee concedes that the general cost is not great of the duplicated programs, it will still have to address the issue of gaining the confidence of a reluctant tax-paying public. Where master and doctoral programs exist, the quality has to be there; if it is not, then either the quality has to be instilled shortly or the program should be eliminated. Whether it is worth it to get the quality up is the next question. The criteria, roughly, are: quality, numbers, impact on research, and departmental and other considerations (relationships between teachers, etc.) It is fairly easy to set some broad criteria which should be applied, and then those criteria can be spelled out by the institutions, but rigorously applied. You send the signals to the public that this is what we're about: we are examining programs, and we are going to eliminate those that do not meet the test. Then, because you will have earned the trust, you may have a chance of getting public confidence and an increase in funding (although 640 will make it a tough go.)

Chairman Cox said he would like to test the group to see if there was general agreement with the last, overall statement because, if so, it pushes the committee a long way forward in addressing the general area of mission and function. He asked for disagreement with the basic premise.

J. R. Morris noted that the most pressing problem was developing centers of <u>adequacy</u>. Everything has to be taken incrementally, and centers of adequacy are a step toward

centers of excellence.

It was noted that OU/OSU should not have doctoral programs unless they aspire for national visibility. Ray Bowen noted that quality cannot be overemphasized when it comes to doctoral programs which are competing nationally. Chairman Cox said that without focus, OU/OSU cannot compete because they cannot compete across the board. They must pick up on their strengths.

Teaching Hospitals & Medical Education (Questions #9 and #10). Burns Hargis said, in response to the teaching hospitals issue, that with DHS in difficult straits, the teaching hospitals need to come out of DHS. They do not need to come out into the governance structure that was proposed a couple of years ago, but instead they need to go under the OU Board of Regents or into their own public foundation. He prefers the latter but a way would have to be found to handle the state subsidy that is presently given to the teaching hospitals, about $12 million. If there is a way to keep the doctors from totally suppressing the osteopaths, then it makes infinite sense to put the two disciplines under a common organization which would demonstrate efficiency to the taxpayers.

Harry Tate agreed that teaching hospitals need to come out of DHS. He said he thinks the battle between the doctors and the osteopaths is largely over; there has been a cooperative effort between the two disciplines for about ten years. Osteopaths are serving the smaller communities and, therefore, have a big lobby in the rural legislators. The core curriculum in the basic sciences are very much the same for the two fields, and many osteopaths are now being admitted to hospital staffs. He strongly feels that the two need to be united under one governance system. Burns Hargis reiterated the importance of placing all aspects of medical education under academic governance.

Doug Fox suggested that if the teaching hospitals were combined, there should be a HSC Board of Regents because it would be too much to add to OU Regents' responsibilities. The Chancellor said great medicine needs to be built within a great academic environment, not as a trade school. Dr. Halverstadt said the HSC faculty feels that their association with OU is their foundation.

Vicki Green inquired about the handling of the pharmacy school at Weatherford and whether perhaps all health sciences education should be brought under the health sciences center umbrella. Hargis and Tate noted the wisdom of such action.

President Campbell noted that the discussion was a waste of time because the osteopaths' strong lobby is not going to stand for putting osteopaths into the medical school. He said, too, that he did not know that much money would be saved either.

Several members noted that if the teaching hospitals are moved out under their own system of governance, they would be worse off rather than better. While they're not very well off now under DHS, if placed out there by themselves, they will truly become the Oklahoma City welfare hospitals. If the teaching hospitals are moved, they must be placed under a governance system that will protect and promote them.

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Chairman Cox asked if there was consensus on moving the hospitals from DHS and on the governance, with the osteopathic question receiving additional consideration because of opinion differences. He said the committee did not need to try and second guess all the political reactions. It falls to the committee only to offer recommendations that make economic and quality sense.

Robert Henry said he thought it would be in the best interest of the osteopaths to align themselves with the medical school. The political demography of Oklahoma is really changing; some of the old alliances are being broken, and the chiropractors are gaining a headway in the legislature. He said that the teaching hospitals should be taken out of DHS; they should not have been there in the first place.

Dr. Halverstadt said he sensed the principle concern about the osteopathic school centered on identity and integrity. The question can be raised if it is couched with retaining the osteopaths' identify and integrity and moving osteopaths to a position of better education potentially.

Chairman Cox called for any members who disagreed with the premise of common governance for the osteopath and medical schools. There was enough agreement for him to move on to a new area of discussion.

Program Prioritization & Program Decisions (Questions #13 and #14). Ray Bowen said OSU was very much involved in the processes outlined in discussion questions 13 and 14. A $10 million reallocation has been determined for the next five years. There was consensus to support efforts relating to program prioritization and public support for program decisions as outlined in these questions.

Telecommunications (Question #12). On question 12, members initially noted the importance of not limiting technology to certain institutions since it is going to be an integral part of education at all levels in all institutions in the future. It was agreed that the technology should be as broadly used as possible and that OU and OSU should place heavy emphasis on technology program delivery. The two comprehensive universities should take the lead. President Campbell noted evidence of provincialism among Oklahoma higher education leaders and the observed the importance, as Doug Fox noted, of thinking globally. Chairman Cox said he thinks OU/OSU can give some leadership to the delivery system.

Chancellor Brisch said what he hopes to accomplish with a statement about telecommunications is tonesetting, saying telecommunications is something that should be encouraged and that leadership in the field is affirmed. Perhaps the territorial issue should be addressed by saying there should not be any restricted or carved out areas, etc. OU/OSU are expected to give the leadership, and service areas are unrestricted, non-territorial.

4. The next meeting should wind up the committee's work, Chairman Cox said. It is scheduled for December 29 at 10 a.m.

OU/OSU STUDY COMMITTEE

MINUTES

December 29, 1992

1. **CALL TO ORDER.** Don Halverstadt called the meeting to order, extending greetings of the season to committee members. He turned the meeting over to Chairman Glenn Cox. Members of the study committee present for this meeting were: John Campbell, James Kimpel for Dick Van Horn, Gene Rainbolt, Doug Fox, Doug Branch, Harry Tate, Emilykaye Lonian, Michael Cawley, Dee Ann Ray, Vicky Green, Robert Henry, Mike Samis, Stephen Wayland, and J. R. Morris. Chancellor Brisch was present along with staff Joe Hagy, Cindy Ross, Martha Nagle, and Ruth Ann Dreyer. Doug Wilson was also present.

2. **REVIEW.** Chairman Cox pointed out the seven points of the Consensus Statement, asking for comments point-by-point.

   A. *The research effort should be enlarged, emphasized, and better funded at OU/OSU and that research responsibility should reside primarily at the two comprehensive universities. In addition and perhaps of equal or greater importance is that existing research dollars should be used more effectively in a framework of greater collaboration and improved focus.*

   It was agreed that the language "and perhaps of equal or greater importance is that" should be stricken.

   B. *Quality cannot be overemphasized when it comes to doctoral programs which compete nationally; and the way to develop centers of excellence is by focusing and building on the strengths of OU and OSU. Focus and prioritization of efforts and resources on top programs is important for the entire university; generally speaking, unnecessarily duplicated programs and unproductive programs should be scrapped.*

   Vicky Green questioned whether the statement should include the multiplicity of criteria evaluating quality. Chancellor Brisch said there was such a large number of benchmarks used in evaluating quality that it would be impossible to name them all. Gene Rainbolt asked if the word "university" means both OU and OSU; he feels the consensus of the committee was that prioritization should be made between the two universities, as well as within each university. The sentence was revised to read "*focus and prioritization of efforts and resources on top programs is important both inter-and intra-university*".

   C. *The teaching hospitals should be removed from DHS operations and moved to governance more academic in nature, preferably the OU Board of Regents.*

   Harry Tate said he agreed that the teaching hospitals should be moved from DHS, but he was not sure what the proper board of governance would be. Dr. Halverstadt said no one knew what board of governance would be proper for

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certain. He said the experiment with OU being the governance board for the teaching hospitals was carried out long before any of the more recent governance structures were in place, and at that point it was a dismal failure. The teaching hospitals were "second cousins in a very large family" and did not receive the attention or resources that allowed them to be successful. Chairman Cox recalled that Burns Hargis emphasized this form of governance, but the idea of a freestanding foundation was also suggested as a possibility for governing the teaching hospitals. Dr. Halverstadt noted that due to the internal changes in the teaching hospitals in recent years, the OU Board of Regents would probably be successful now in governing them. It was agreed that there was a consensus in changing the governance structure of the teaching hospitals, but there was not a consensus that OU was the governing board of choice. Chairman Cox suggested that the last phrase be deleted from the sentence so that it reads: *"The teaching hospitals should be removed from DHS operations and moved to governance more academic in nature."*

D. *Osteopathic education should be moved from the A&M Board governance to the OU Board governance. Such a move would strengthen the identity and integrity of osteopathic education, and the alliance would strengthen medical education generally. There was some support expressed for the notion of eventually moving responsibility for all medical-related education (pharmacy, etc.) to the OU Board.*

John Campbell said he thinks it would be a mistake for the committee to make this recommendation because the presidents of both OU and OSU have indicated that they do not recommend this change and the Oklahoma Osteopathic and Medical Association definitely do not recommend it. If the principal people involved are not in favor of the change, he does not feel the committee should recommend it. Chairman Cox said the discussion at the last meeting indicated there was merit in consolidating the medical-related educational efforts. Dr. Tate said he felt there should be a closer relationship between the MDs and the DOs. By centralizing, better programs can be offered, and the quality of care can be increased. Once you get past the hierarchy involved, there are no problems with the MDs and DOs out in the field; there is simply a lot of "turf protection" within the administrative bodies. Doug Fox agreed up to the point of centralization and noted if this arrangement was attempted, it would be a "shotgun marriage." The DOs are bound to think they are the ones with the gun at their heads. If this recommendation is pursued, he said every other recommendation will be obscured, both those made by this committee and, also, by the State Regents in the governance study. The OSU constituency and the osteopaths' constituency are simply too formidable. Harry Tate said the recommendation was for an ideal environment which might be accomplished sometime in the future, if not now. It could be used as a bargaining chip with the legislature. J. R. Morris noted that the issue has not been thoroughly studied by this group and that it is terribly pretentious to make a recommendation of this magnitude with the level of study which has been given to it. If anything is recommended at all, he feels the recommendation should be for <u>study</u> of the integration within the whole realm of health education in Oklahoma. Gene Rainbolt said from a management point of view, with the best utilization of scarce resources

as the goal, the recommendation seems logical to him. Vicky Green said she was concerned that entities were being taken from OSU and given to OU thus enlarging its responsibilities, and that size was a measure of stature, whether one liked to admit it or not. Chairman Cox asked if the group would be comfortable if this point were couched as a topic for study. Hearing no objection, a recommendation for study will be made.

E. *Efforts of the State Regents and institutions should be supported in making decisions on program priorities and elimination of programs.* Concurrence was expressed.

F. *Doctoral programs should be limited only to OU and OSU.* Concurrence was expressed.

G. *While technology should be used as broadly as possible in the delivery of higher education courses and programs, OU and OSU should take the lead in the delivery. State higher education officials should be strongly urged to move from provincial ways of thinking toward a more global perspective compatible with the new technology.* Chairman Cox noted that the State Regents, at their last meeting, saw an impressive display of the telecommunications capabilities to tie in OU, UCT, Denver, using the studios at OSU. Concurrence was expressed.

3. **PROGRAMS.** Chairman Cox said that last year the State Regents, joined by governing board regents and institutional officials, started a process called Academic Planning/Resource Allocation. APRA recognized that higher education is funded only 66 cents on the dollar in Oklahoma, and since strong programs are needed now as never before, changes were going to have to be made. The change is that an institution cannot continue the philosophy of offering everything to everyone. While the State Regents have authority to eliminate, merge, or discontinue programs, the APRA approach calls upon the expertise of the campus to prioritize and generally make decisions that are submitted to the State Regents for action. Governing boards and institutional officials are much closer to the scene and have the familiarity necessary for handling these decisions effectively. APRA has been in place for about 1-1/2 years and is not fully implemented; however, over 100 programs in this period have been discontinued. These decisions and efforts are very hard all the way around because there are entrenched interests. Both OU/OSU undertook strategic planning efforts, and they are to be commended. Chairman Cox especially commended OSU in being one of the lead institutions in working toward APRA objectives as well as helping the State Regents design the APRA process. OSU is aggressively tackling the challenge of reallocating 10% of its budget over a 5-year period, which is a realistic, extraordinary, and very difficult goal. However, in light of the funding situation, it is a responsible and necessary action. He said the committee needs to focus at this meeting on three programmatic areas listed on the agenda. Members were urged to keep in mind the need for quality programs and the lack of state dollars to support quality for the number of programs that are now on the books.

A. *To what extent should OU and OSU have duplicate graduate programs in education, business, engineering, and architecture? (Page 5, Question 1)*

Vicky Green asked why duplication was necessary in these four areas, if the programs are expensive and funds are not available. Harry Tate said Oklahoma should focus on creating excellent institutions, not "plain vanilla" as J.R. Morris described our universities. Emilykaye Lonian concurred noting the need to focus in order to build quality during a period of funding constraints. J. R. Morris noted that "necessary" was the important word. Taking business courses as an example, he felt certain that both OU/OSU had overcrowded undergraduate business courses. He thinks duplication in business should be looked at in terms of doctorates in management, finance, accounting, marketing. Should these exist at both comprehensive universities? Perhaps, he said, there is <u>not</u> unnecessary duplication at the undergraduate level but only at the graduate level. Chairman Cox pointed out that the question deals only with the graduate level. Dr. Kimpel said OU's and OSU's engineering colleges have whole departments which the other does not have; within the departments, also, are different emphases: example, OSU's Industrial Engineering degree focuses on manufacturing processes and design, and OU focuses on human factors and operations research; therefore, the students who go into these programs get very different graduate educations. They choose the university according to the specialties they wish to pursue. Another example: OU's geology program is primarily oil and gas related; OSU's is environment and water related. OU/OSU have not done a good job in providing information concerning the particular strengths in the sub-areas of their graduate programs. These should be laid down and then assessed for unnecessary duplication. Gene Rainbolt said that it was impossible for a layman to determine whether or not there is duplication because the titles of the graduate programs are so similar. He inquired about the potential effectiveness of the Research and Graduate Education Council proposed by the State Regents in this regard. He suggested that some group needs to be established that understands titles and courses. The long-term rationalization should be for one university system that does not offer duplication at two campuses but is one educational system. Martha Nagle said she supported the idea just proposed because one cannot just look at the names of the degree programs and determine exactly what they are. She applauded the OU/OSU engineering schools which share resources electronically and have dialogue continuously. This is an excellent model of cooperation. She said a major issue which needs to be addressed is the employment opportunities for graduates in these majors. John Campbell said he believes there is actually a minimal amount of duplication between OU/OSU at the graduate level. As OSU moves through the APRA process, looking at its priorities, programs will be cut. Duplicative programs will be examined very closely as the OU/OSU faculties, department heads, deans, and administrators are working together to streamline the program offerings.

Chairman Cox said he thinks the question of duplication is being addressed from two directions: internally through the APRA process and, also, through a recommendation for a coordinated level of review as part of the governance program. He said there are programs being offered which have an extremely thin market for graduates.

Doug Branch said it is important to look at two other issues: whether all

disciplines are being included that should be examined (example, arts and sciences); and, secondly, whether duplication at regional colleges is being examined, at undergraduate and graduate levels. He said the education colleges should be looked at closely for duplication.

J. Kimpel said departments at OU/OSU cannot "make it" anymore by trying to be broad; the whole "trick" these days is trying to focus and finding your niche within industrial engineering, finance, or any of the broader labeled departments. OU is asking departments what their focus is going to be, where are you going to find your place in the sun in the national competitive environment? Every one of OU's programs is looking at OSU to make certain that they do not pick the same emphasis because it would be crazy to go "head to head" while everyone is trying to narrow, focus, and improve their competitive position nationally. After OU/OSU finish their processes, then would be the time to sit down and examine what programs remain with what emphases to determine if duplication exists.

Doug Fox said duplication is not all good nor all evil. Where duplication exists, some ongoing process should be put into place to examine the programs. Some rational criteria (including quality, demand, net cost, importance of mission, consequences of deletion) must be established that people with experience can use to evaluate duplication. He also suggested a descending pyramid with doctoral programs examined first because, on average, they tend to be far more expensive.

Vicky Green said the best example of unnecessary duplication on the list is architecture; it perhaps should be at one institution only and not both.

J. R. Morris said the three areas most often cited when duplication is discussed are architecture, home economics, and journalism. All three are basically undergraduate programs, and OU has essentially phased out home economics. Chairman Cox said the comments being made apply equally to undergraduate and graduate level programs.

Gene Rainbolt said the committee's objective is to conceptualize a strategy that in a state of 3.2 million people with limited resources will allow excellence to be achieved. Right now there are zero Oklahoma programs in the top 20 of selected research indices. He thinks the presidents of the Oklahoma universities should be addressing what can be done to move Oklahoma into a collegiate setting that allows the National Merit Scholars, for example, to stay in Oklahoma. We need to focus on something Oklahoma can be good at.

President Campbell said OSU's College of Engineering ranks in the top 10 if the number of outside grants and contract dollars per FTE are considered. Departments within the Illinois College of Engineering, for example, are larger than OSU's entire College of Engineering. A "critical mass" is required.

Harry Tate inquired whether it would be logical to consolidate programs and efforts to the extent possible and build a critical mass to reach goals.

Chairman Cox wondered if the OU/OSU business schools will have demand in the future that they have had in the past. Oklahoma may have today two large, active business schools which will not be needed tomorrow.

In summary, Chairman Cox said there will likely be some duplication, which is not all bad. Graduate programs, however, are expensive, and they need to be examined internally to make sure that all of the programs are justified. Given our existing structure, the total OU/OSU graduate offerings must be examined to see if some allocation of resources can take place between the two schools so Oklahoma gets more "bang for its buck." Perhaps a development of the overview recommendation contained in the governance study might be an approach.

Vicky Green said the consensus statement on this question should include the fact that the committee realizes its function is to look only at OU and OSU, but that it wants to point out that duplication needs to be considered state-wide. Chairman Cox concurred, pointing out that the state-wide education schools were being closely examined for quality of their programs, duplication, etc.

- *Within those broad programmatic areas, which specialization areas could be complementary? In those broad programmatic areas, where could joint faculties offer joint degrees at the graduate level? (Page 5, Question 2)*

Harry Tate observed that this would work to the extent that it is practical and, also, to the extent that OU/OSU want it to work. This will have to be an internal task for the comprehensive universities.

J.R. Morris noted a precedent some years ago when the decision was made that the two schools should work jointly and establish a doctorate program in sociology. Over a period of time, the joint nature was severed. Unless there is very frequent opportunities for interaction, for faculties to get acquainted with one another, etc., joint programs at the doctorate level which are geographically separated do not work very well. The idea of joint programs has an appealing flavor, but, in practical terms, they are not very workable.

Chairman Cox asked if perhaps there was not an infrastructure in place to cause the communication and interactions to occur. J.R. Morris replied that there was not enough demand for the constancy of interaction that makes this sort of arrangement work; therefore, a really good working relationship never developed.

Dr. Kimpel observed that there is a lot more joint work happening now than five years ago because of the resources issue. He gave the example of faculty from OU and OSU serving on each other's doctoral committees. He thinks there will be more and more joint efforts as time goes on because it is a way of dealing with the lack of funding issue. The situation is beyond the politics and turf battles now; it involves survival, and OU/OSU must cooperate in order to be competitive on the national scene.

Vicky Green said, if joint programs are developed, faculty travel should be paid by the institutions.

Dr. Kimpel noted the new technology would take care of some of the travel problems because people and campuses will be linked together via telecommunications.

Chairman Cox noted a general consensus for the idea of joint faculties and joint degrees which both universities should view as a priority.
J. Kimpel noted that this effort should begin with joint research, and then it can evolve into the programs and degrees. Chairman Cox observed a consensus that the idea had merit and should be pursued.

It was observed that some doctorate programs at OSU have averaged less than one doctorate graduate per year in the last five years. At OU, a similar program may have the same record. It may be that, even with joint efforts, it will be hard for the program to survive.

- *How narrow should the focus of a job-related baccalaureate degree program be at the comprehensive university level? (Page 5, Question 4)* Chancellor Brisch said the flip side of this question is: "To what extent should there be strength in arts and sciences?"

Dr. Campbell said the market expectations in some areas require that there be considerable amount of focus in some degrees. Examples: pharmacy and accounting. At the same time, the general education courses are a very important aspect of a college education.

Doug Branch asked how extensive the petroleum land management degree at OU was being used now. Dr. Morris noted that this was one of the programs that does not yield dollars if it is eliminated because the faculty teaches in other areas (geophysics, business, geology, and engineering.)

Doug Fox observed that the problem with job-specific baccalaureate programs is the rapidity with which society is moving. The more specific one gets, the less likely it is that graduates will be prepared for the four careers they might have in a lifetime. In the long run, you simply have to have people who are trained in basic skills of how to think and how to adapt themselves to a world that none of us can predict. His model of a business graduate is one who has 75% liberal education and 25% business education. Businesses manage best with employees who can think.

Chairman Cox asked if the focus of job-related baccalaureate degrees should not be so tight that it prevents students from developing a somewhat broader base so they have the ability to be flexible.

J.R. Morris said both OU/OSU have overhauled their approach to general education in the last ten years.

Doug Fox said a lot of the problems lie with counselors, job fair organizers, etc.

who do not provide students with information about the changing trends in the job market. Oftentimes, job applicants are five years out of date with the current situation.

Chairman Cox said he would like the committee to make a point here that too narrow a focus will create a penalty because it cannot be predicted with much accuracy what the market will demand and what specialties are going to be required.

Vicky Green asked to add to the statement that universities must produce students who are literate, creative individuals who can think and have the ability to adapt.

J. R. Morris noted that, although he is an advocate of a liberal arts background for all students, today it is those very graduates who are having the most difficult time finding employment because of their lack of specialization.

Chairman Cox summarized by saying that the job-related programs should not be so narrow that they freeze out the general education element of one's university experience. He said the argument was not against specialization or job-related degrees; it is a question of what balance is required between general education and specialization.

Robert Henry noted Allen Bloom's point that the major fault is that American high schools do not do train students the way high schools in Germany do. The German concept is that by the time students graduate from high school, they should have a basic liberal arts understanding.

Chairman Cox said the committee recommended in earlier sessions that high school core units be raised from 11 to 15 or 16. Perhaps this point of strengthening the high school core curriculum should show up in two or three places in the report, he suggested.

J.R. Morris said he did not think that liberal arts vs. specialization was an issue crying out for attention. Starting in 1978 OU/OSU revamped their general education requirements, reinstituting foreign languages, etc. This is an "old hat" issue right now, not nearly as demanding of attention as some of the other issues discussed.

Gene Rainbolt summarized the committee's feeling on this subject: Students should be educated as broadly as possible without penalizing them because they do not have sufficient specific skills.

Chancellor Brisch observed that in Eastern Europe the rector (president) of Charles University in Prague has taken a stance against many of the American innovators going to the Eastern European countries attempting to teach all-skills programs like business administration, computer science, etc. The Czech president says, "Disaster lies in the way people think." He wants to prepare a new intellectual elite and train future academics, politicians, civil servants, in the basis of an open society concept because these are the people who will

build up civil society.

The Chancellor said he believes that if there is any one issue facing America, it is that we have lost the concept of community. We are not very strong in the notion of "civil." His issue is that most of the time we do not ask people to do enough, particularly students. We have too much of a laissez-faire atmosphere which allows students to do what pleases them instead of requiring then to gain a variety of thought processes.

J.R. Morris said he thought the Chancellor's ideas have to do with standards and demands, not curricular questions, and he inquired about what additional steps could be taken beyond those already taken to implement the general education requirements.

Doug Fox said he disagreed, saying that the demands on students is exactly what the committee is discussing.

Dr. Morris noted that it would be difficult to ask faculties to change what they are doing now, since some of the courses were just implemented this year.

The Chancellor suggested that the committee might want to encourage constant self-examination by faculties and administrators. There was general concurrence about the notion of constant vigilance and examination on this important issue.

4. **LEARNING CENTERS.** The Chancellor gave the committee an overview of the centers at Ardmore, Idabel, and Enid, and UCT, which has recently been given institutional status but still works as a consortium center model. He explained that every year there are more efforts from local groups for the State Regents to approve additional centers.

Chairman Cox said at the present time the Regents are spreading their funds too thin, but there is a demand for more and more learning centers which will work their way into the budget for future allocations and will draw students away from schools which are already being supported. If more and more takers are added into the budget, the budget for everyone else becomes thinner and thinner. His question is: Should learning centers be a cost to the communities which they serve, or should they be funded by the state and allowed to proliferate?

The Chancellor said Duncan has been wanting a branch campus of Cameron. He has met with community leaders, trying to persuade them that the state has enough centers and branch campuses. Discussions with Duncan leaders took the turn that, if they want the educational resources, they must come up with the infrastructure for such in terms of a building, telecommunications, maintenance, etc. Dee Ann Ray noted that the community should make some kind of arrangement to support services desired.

Robert Henry related a story which brought home his point that more learning centers should not be encouraged by the Regents or the legislature; in fact, perhaps the ones

already in existence should be consolidated with freestanding institutions.

Emilykaye Lonian said funding additional learning centers is inconsistent with the whole tenor of the committee's "pare down" attitude thus far. As future commitments are made and as cooperative efforts are undertaken, the cooperative nature of the efforts needs to be underscored and the commitments need to be carefully structured to make the local contribution clearly understood and permanent.

Doug Fox said the committee should recommend "No more. Period!" And the second statement should be: "We will do it with local funding for infrastructure and only through telecommunications." Chairman Cox asked for a show of hands of agreement with the last statement. A consensus was indicated.

John Campbell noted the need to make sure communities are willing to subsidize, if they are willing to pay the extra price to make services break even.

5. **TOPICS FROM COMMITTEE MEMBERS.** Michael Cawley asked if there has ever been an effort to consolidate the two comprehensive universities.

Chairman Cox responded that he is sure it has been discussed many, many times.

The Chancellor said the issue was raised after the Tolbert Report was published in 1986-87, but no one came to terms with it because OU/OSU have different "cultures" which would make the two institutions very difficult to merge. He thinks it would be better to get them together in a cooperative stance and still preserve the history and tradition of separateness. Gene Rainbolt inquired about the potential of moving beyond cooperation and the rationalization for merger.

Chairman Cox said he thought it would be laudable to have blocks of students who have transient dormitories and work on both campuses. Stephen Wayland noted the importance of accommodating needs at both locations.

J.R. Morris said the overriding fact is that most of the OU/OSU academic departments are very small in comparison with other institutions. When interactional programs, centers of excellence, etc. are discussed, it is an inescapable fact that OU/OSU have small, underpaid faculties, which are doing a terrific job for the most part. He hates to see this fact overlooked.

Chairman Cox agreed that credit should be given where credit is due. He also noted that the report must not lack an emphasis on coordination and collaboration, getting "120%" out of the two pieces involved so that they work to greater benefit for the students and the state.

Doug Fox offered timing advice and criticisms about the release of the governance study containing recommendations on some elements before the OU/OSU study group had finalized input.

Michael Cawley noted the unrealistic expectations for a group of this nature to offer guidance on these complex issues, and Chairman Halverstadt responded that the

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citizen input had been extraordinarily beneficial remaining at the surface plane. The timelines imposed for the study, of course, constrained the depth for the study.

John Campbell observed that it is comforting to see interest and concern for higher education in the general public.

Chairman Cox concluded by saying that a final report will be written and submitted that reflects the consensus of the committee as best it can. He thanked all members for the time and commitment made to the group's effort.